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ABSTRACT

This document is one of eight in a series of guides designed to help teach and counsel troubled youth. It cuts across the areas covered in the other guides (coping skills, social skills, and school skills) to present 20 important lessons for troubled youth. Individual lessons in this guide focus on gangs and gang membership; special education; over-intellectualizing; excuse-making; teacher-student communication; the importance of punctuality; how to properly ride on the school bus; personal space and distance issues; how to think before acting; how to work together cooperatively; gang dependence and denial; alternatives to running away; appropriate behavior with a substitute teacher; the danger of prejudice and stereotyping; codependency and gang membership; the basics of therapy group operation as it relates to confidentiality; self-esteem; classroom rules; how to accept "no" for an answer; and how to avoid imploding one mistake into many by lying, having a temper tantrum, covering up, or making additional poor choices. (NB)

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Breakthrough Strategies to TEACH and COUNSEL Troubled Youth

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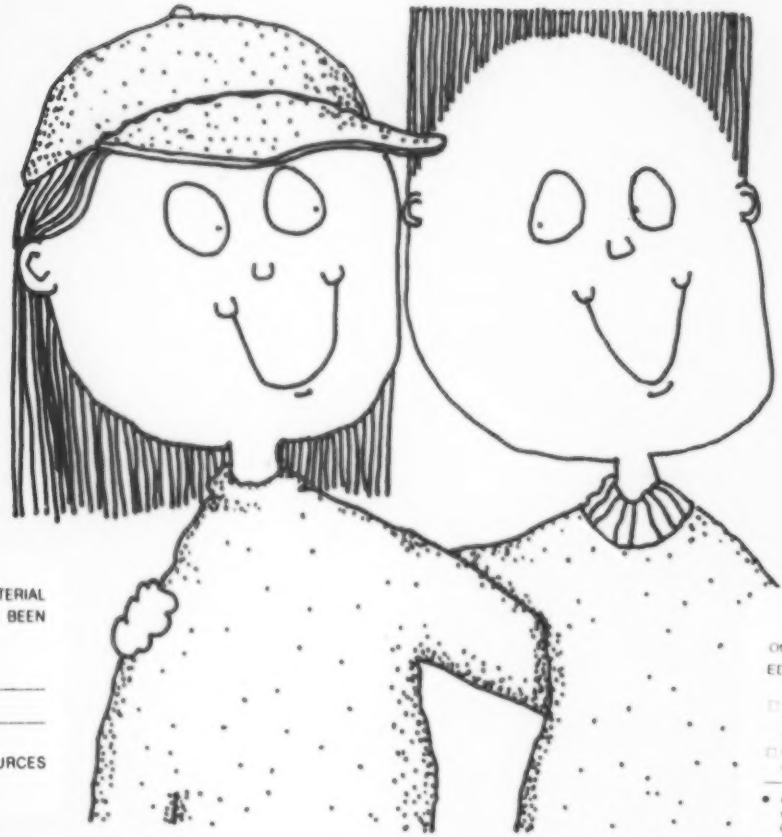

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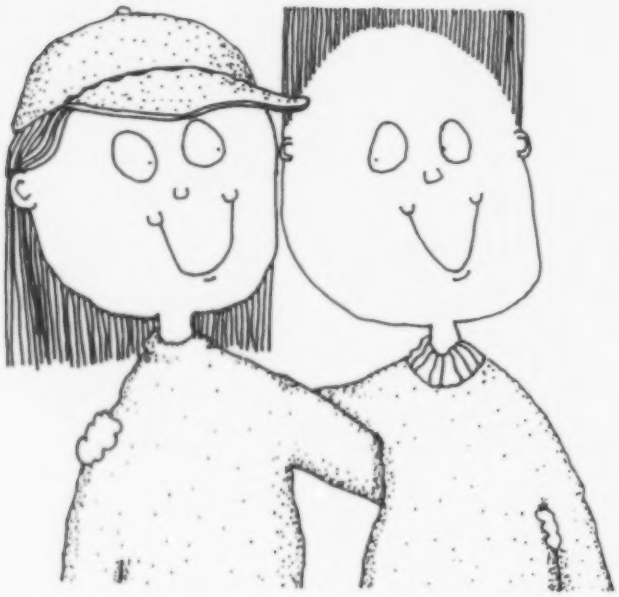

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Lesson 1

What's the Truth About Gangs?

Goal: To begin to initially acquaint students with considering that there could be overwhelming hazards involved with street gang membership.

Materials: Chalkboard, chalk, one copy for each student of "Evaluate These Groups" List.

1. ▲ **Inform** the students that they will be taking a look at whether groups are good or bad-- in their opinions. (Do not indicate that gangs will be the intended focus.)

▲ **Inform** the class that they will be developing a way to evaluate groups. **Distribute** the "Evaluate the Group" form and allow the members to review and critique each group shown. **Synthesize** the comments into generic statements and **write** the negative comments and positive comments in two columns on the board. **Elicit** comments such as "I don't like the Army because they take away your freedom". (**Write** on the board under "Negatives").

2. ▲ **Inform** the students that they will be editing the Negatives and Positives columns to create a list to evaluate groups. **Remove** all of the duplicate items from each column on the board, **then** ask the group to confirm that the list reflects accurately their beliefs about what makes a good and bad group. The list could look like the sample shown below; the class can assign points to each item to give a final score to each group they rate with their evaluation device. **Adjust** the list as necessary to gain consensus from the whole group especially the youth at risk of gang involvement.

GROUP EVALUATION TEST

Positives		Negatives	
Gives education	+2	Puts you in danger	-10
Gives place to live	+5	Wants you to break law	-9

▲ **Assist** the group to test out the accuracy of the evaluation list by rating several groups and determining if the measure seems to reflect whether each group raises serious concerns. Next, **ask** the students to evaluate gangs using the evaluation tool they have developed, and **assist** them to see that by their own standards, there are many serious concerns that relate to gangs.

3. ▲ **Indicate** that the class will be investigating the issue of street gangs and without you taking a stance on the positive or negative nature of gangs, **allow** the students to vent their feelings about gangs, including the positives they may identify. **Note** that students are sincere in their comments and are entitled to express their views, but **observe** to the class that these views conflict with the group evaluation tool they created and tested. **Ask** the students to explain this discrepancy, and to indicate why characteristics that are offensive when done by other groups, may be tolerated when done by gangs.

▲ **Assist** the class to determine that there are serious problems associated with gang involvement despite the fact that positive aspects of membership are reported by gang members. **Aid** the class to identify that many gang members prefer to overlook or minimize problems, or become belligerent or resistant to objectively examining the real risks of gang involvement.

4. ▲ Review the major points of this lesson:

- **Gangs may have serious drawbacks for members and others.**
- **Gang members may tolerate behaviors by their gang members that they wouldn't tolerate from members of other groups.**
- **Gangs may pose risks for gang members that they may prefer to deny or not think about.**
- **Objectively examining the reality of group membership is critical, even for gangs.**

EVALUATE THESE GROUPS

Basketball Team

Cult

Family

Army

Church

Boy Scouts

Summer Camp

Cliques

Commune

Marines

School

Parochial School

Private School

Summer School

Choir

Police

Drug Dealers

Science Club

Lesson 2

We're All "Special Ed" in Something

Goal: To teach mainstream youth to be more sensitive to special education students, and to reduce their harassment of these youth; to remove the negative stigma often associated with the term "special ed".

Materials: Chalkboard, chalk, one sewing needle for each student (choose small needles with narrow eyes), sewing thread (choose a thick type of thread), one cracker for each student.

1. ▲ **Gather** together both mainstream and special ed students and **assist** the students to acknowledge that the mainstream students have been harassing the special ed class members. **Inform** the group that this class will examine if that harassment is justified.

▲ **Inform** the class that they will be conducting an experiment to examine if any of the negative names used to describe special students are accurate. The experiment includes three trials:

- Trial 1: **Pass out** sewing needles and thread to all of the students and **ask** them to each thread the needle. Many of the participants will have great difficulty completing this task. **Identify** to each of the students who cannot easily thread the needle, that it appears that they may be "special ed" (in need of a extra help) in needle-threading.
- Trial 2: **Pass out** the crackers and **ask** the students to each eat a cracker and then whistle. **Identify** to students who cannot easily whistle that they may be "special ed" (need extra help) in whistling.
- Trial 3: **Ask** each student to sing the Star Spangled Banner. **Note** to students who are off-key or don't remember the words, that they may be "special ed" (need extra help) in singing. **Observe** that in this experiment everyone discovered they were "special ed" in something.

2. ▲ **Inform** the students that everyone has areas they excel in, and areas where they can benefit from extra help. **Share** several examples from your life of areas where you need special help, and areas where you excel.

▲ **Ask** the students to each share their areas of strength and areas where extra help is needed. **Assist** the students to acknowledge that "we are all special ed in something". **Note** that when your area requiring extra help happens to be in school, the label "special ed" is used. If your extra help is needed in out-of-school areas, such as bike-riding, choir or room cleaning, no name is given to this extra help, but it's no different, just outside of school.

3. ▲ **Recap** to the class their conclusion that everyone has special needs in some area, and then **observe** that phenomena makes us all pretty much the same. **Ask** several of the mainstream youth who had been most vocally harassing the special ed participants, to consider how they would feel if they were harassed about their weak areas. **Encourage** these youth to clearly articulate that they would dislike such treatment then **elicit** a strong commitment from these students to curtail their harassment of the special ed youth.

4. ▲ **Review the major points of this lesson:**

- **Everyone has areas that they excel in, and areas where extra help is needed.**
- **If you need extra help in school, then the name "special ed" is used to describe the help given to you.**
- **Most people do not like to be teased about needing extra help.**
- **It is normal and expectable to need extra help in different areas, including school.**
- **We are all "special ed" (need extra help) in something.**

Lesson 3

Learning Big Words to Reach the "Big Word Users"

Goal: To assist youth who alienate themselves by over-intellectualizing and using large words, to integrate into the group; to aid their peers to feel better equipped and motivated to interact with them.

Materials: Chalkboard, chalk, small, uniform slips of paper, a pen for each student, a dictionary.

1. ▲ **Observe** to the group that some class members can seem unapproachable and superior due to their use of large words and large fund of information. **Inform** the students that today's class will help modify those differences so that everyone can feel on equal ground, and an important part of the class.

▲ **Inform** the class that they will be playing the Dictionary Game which will help them learn some large words and some new information. **Read** aloud the instructions to the Dictionary Game:

- *When it is your turn, your job is to find a huge word in the dictionary that nobody will know the meaning of. Once you select the word, write it on the board, and ask everyone to write down what the word means on standardized pieces of paper so no one can tell who wrote which guess. It is okay to make up serious or silly definitions, and guessing is encouraged. While everyone else is guessing, you should write the real definition from the dictionary on a piece of paper, then collect all the papers and read them one at a time without letting on which is the real meaning. The person who correctly identifies the real definition will win, but no one is likely to win very often if you make up some good guesses. The game continues until everyone has had a turn. By then, you will all know a lot of obscure words that you can work into conversations.*

2. ▲ **Inform** the students that now everyone knows big, obscure words that they can use. **Ask** the students to discuss how they have felt about not being able to understand the big, obscure words that some class members use. **Facilitate** this discussion so that the feedback is structured to include "I feel..." statements and positive encouragement to all students to all make adjustments so they can work and interact together successfully.

3. ▲ **Discuss** with the class how many people use a variety of devices to isolate themselves, and **note** that using big words is just one way to avoid being part of the group. **Ask** the students to identify other devices they use to self-isolate. **Encourage** the students to discuss specific ways that individual differences can be tolerated and moderated to build a strong class team. Also **consider** why people self-isolate and alternatives to that behavior.

4. ▲ **Review the major points of this lesson:**

- **There are a variety of ways that people can isolate themselves from others; using big, obscure words is one method.**
- **Now everyone can use big, obscure words to talk to each other, so everyone can feel more on equal footing.**
- **By tolerating, understanding and moderating personal differences, students can become a strong class team.**

Lesson 4

Silly Excuses That are Too Silly to Ever Use Again

Goal: To assist youth to reduce the frequency of excuse-making, and to learn to discriminate valid excuses from frivolous ones.

Materials: Chalkboard, chalk, pens, one copy for each student of the "There's No Excuse for Using That Excuse Cartoons".

1. ▲ **Observe** to the class that there has been/might occur an over-use and abuse of excuses. Ask the class to review the "There's No Excuse for Using that Excuse Cartoons" and to discuss the excuses pictured.

▲ **Ask** the students to name additional "lame excuses" they use, and to shape those phrases into the class's "Top Ten Silliest Excuses". **Write** excuses on the board, along with the Top Ten List, and **assist** the students to decide to ban the use of those frivolous excuses in their room. **Ask** for a volunteer to later transcribe the Top Ten List onto poster board and then post it so it can become a permanent reference for class members on what excuses they have banned from use.

2. ▲ **Ask** the students to determine when, and how often excuses should be used. **Assist** them to set recommended frequency rates along with guidelines on under what circumstances excuses should be offered. These guidelines should apply to a variety of circumstances including illness, tardiness, rule violations, absence, lack of follow-through and misbehavior.

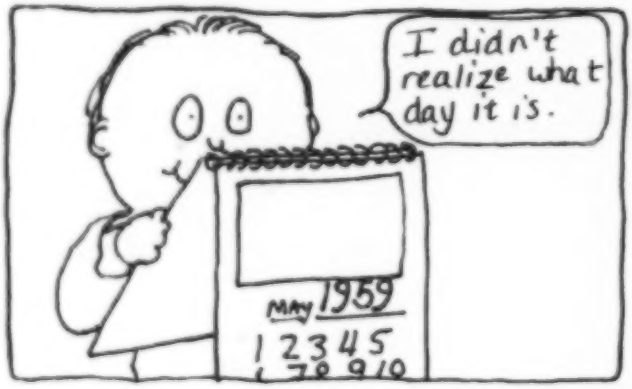
▲ **Assist** the class to test their guidelines by applying them to the work place and other adult settings. **Assist** them to adjust the guidelines as necessary to best prepare them to be ready for the adult settings they will one day be part of. **Aid** the class to identify the consequences of using frequent or frivolous excuses in the adult world, and to recognize that to be ready to succeed in this world requires mastering these skills when young.

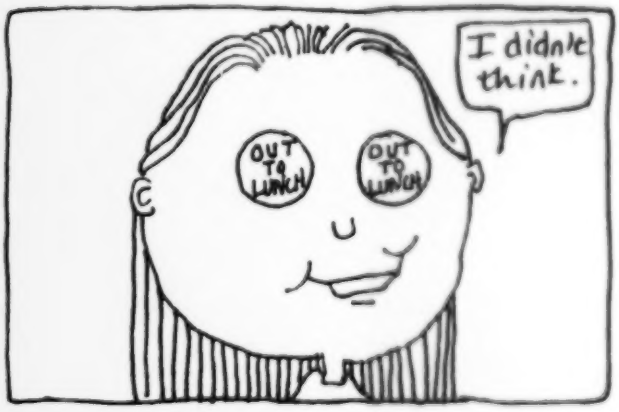
3. ▲ **Ask** each student to identify their most frequently used excuse and to evaluate it according to the new guidelines. **Aid** each student to develop a plan to modify their excuse or the problem behavior.

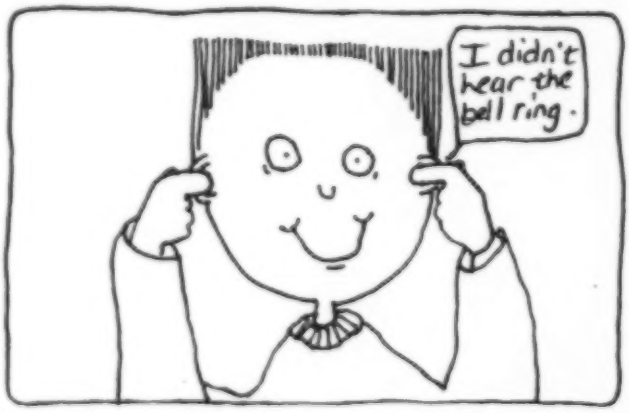
4. ▲ **Review the major points of this lesson:**

- **There is a difference between valid excuses and frivolous, unnecessary ones.**
- **Excuses should be offered sparingly, and at the appropriate time, and in the appropriate manner.**
- **In adult settings, such as the work place, misusing excuses can have dire consequences.**
- **The only time to learn how to be prepared to properly use excuses in the adult world is while young.**

THERE'S NO EXCUSE FOR USING THAT EXCUSE







Lesson 5

The Top Ten Ways the Teacher Can't Tell You Need Help

Goal: To assist youth to understand that teachers are not mind-readers; that clear communication to the teacher is needed to access needed help.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the class to discuss if they ever feel frustrated about when and how they are offered help from teachers. **Encourage** comments such as "She always helps other kids first" and "I just storm out of the room when he writes on my math paper when helping me."

▲ **Ask** the students to list out the kinds of things teachers study, and the requirements they must meet to become teachers. **Write** this list on the board. **Ask** the students to review the list and to identify if teachers are taught how, or expected to be mindreaders. **Assist** the students to recognize that teachers cannot discern students' needs, preferences and desires without clear written or verbal communication.

2. ▲ **Ask** the students to develop and write on the board "The Top Ten Ways the Teacher Cannot Tell You Need Help". **Include** items such as "You storm out of the room" and "You glare at her". **Discuss** the completed list, then **ask** students to identify their top ten personal ways they expect the teacher to "just tell" that they need help.

3. ▲ **Ask** each students to identify the most common times the teacher is expected to read minds, and **list** these times on the board. **Aid** the students to develop a plan to modify to directly notify the teacher of the information they wish to communicate

▲ **Ask** the students to test their new plans by role-playing their new methods versus mindreading. **Direct** one student at a time to assume the role of teacher, while a peer plays the part of the student. **Instruct** the role-play student to think about what their message is, and **ask** the role-play teacher to determine the message. Next, **direct** the role-play student to directly convey their communication, and **ask** the role-play teacher to state the message. After each trial, **ask** the class to compare the effectiveness of teacher mindreading versus direct communication.

4. ▲ **Review the major points of this lesson:**

- **Teachers can not read students' minds and somehow magically know when you need help.**
- **Teachers do not know that angry looks, chewing on pens and storming out of the room sometimes mean that you need help or have a problem.**
- **To quickly, easily and most effectively access help, simply communicate your concern directly to the teacher.**

Lesson 6

On Time Every Time

Goal: To assist youth to recognize the importance of punctuality in our society, and to aid them to develop the skills to regularly arrive on time.

Materials: Chalkboard, chalk, one copy for each student of "What is "On Time"? --Really" and "So This is On Time!", pens.

1. ▲ **Ask** the class to discuss their feelings about our society's demands for punctuality at school, in the work place and elsewhere. **Encourage** students to vent their concerns, and to recognize that different cultures have very different attitudes towards punctuality. **Acknowledge** to students that other cultures do not share our concern for promptness, and that our concern is not necessarily "best" or good", but it is dominant and unlikely to change soon or rapidly. **Note** that in some parts of their lives, promptness will be critical to survival in the dominant culture, in jobs, for example, but in other parts of their lives, such as going to a concert, for example, lateness can continue. If possible, **give** examples from your life or that of others to illustrate how on-time behavior need occur only as required.

2. ▲ **Ask** the students to develop and write on the board the jobs and activities that they hope to be successfully involved in. **Assist** the students to determine which of these activities require punctuality and **indicate** these activities with a star. **Ask** the students to determine if there are alternative ways to be successful in these activities and be unpunctual; **assist** them to recognize that generally that will not be possible, so that learning the skills to be on time will be needed.

▲ **Ask** the students to determine what is meant by being on time. **Pass out** copies of "What is On Time-- Really?" and direct the class members to circle all the statements which reflect on time behavior. **Assist** the class to recognize that none of the statements reflect on-time behavior. **Assist** the class to develop an understanding of on-time behavior by completing the "So This is On-Time!" After the students complete the forms, **assist** them to recognize that "on time is on time is on time" without variation or embellishment.

3. ▲ **Ask** each students to identify the most common problematic time that they are late, and the reasons why, then, with the class, **aid** each student to develop a step-by-step plan to arrive promptly. **Emphasize** that disliking having to be on time is normal, and that students are only being asked to modify their behavior in the areas that demand it, not in all areas of their lives.

▲ **Ask** the students to test their new plans and to report back next week on their success.

4. ▲ **Review the major points of this lesson:**

- **It is normal if you want to follow a relaxed schedule and not worry about arriving on time.**
- **Attention to punctuality is a culturally based phenomena that is not necessarily "right" or "good", but it is the norm we all have to follow; this norm is unlikely to change rapidly or soon.**
- **It is necessary to become punctual only as needed, such as for jobs, meetings, appointments and school.**
- **You do not have to like being more punctual, although to succeed in the dominant culture, you may need to be on time whether or not you like it.**
- **On time is on time is on time. A fraction of a second late is late.**

WHAT IS "ON TIME"? -- REALLY

Circle all the statements that show on-time behavior.

Two minutes late. Big deal.

Just a second or two after the bell rang. So what.

Did the bell ring? I didn't hear it.

Yeah, but I'm just a split second late.

I'm still on daylight savings time, so I'm not really an hour late.

I didn't know we were supposed to be here early.

I was outside the door on time.

I thought this place was in a different time zone.

Silly me! I thought you meant 3:00 AM!

I was only five minutes late-- let's forget about it.

I'll be on time next time, honest.

I could have been here on time.

The bus was late.

I overslept.

Your clock is fast.

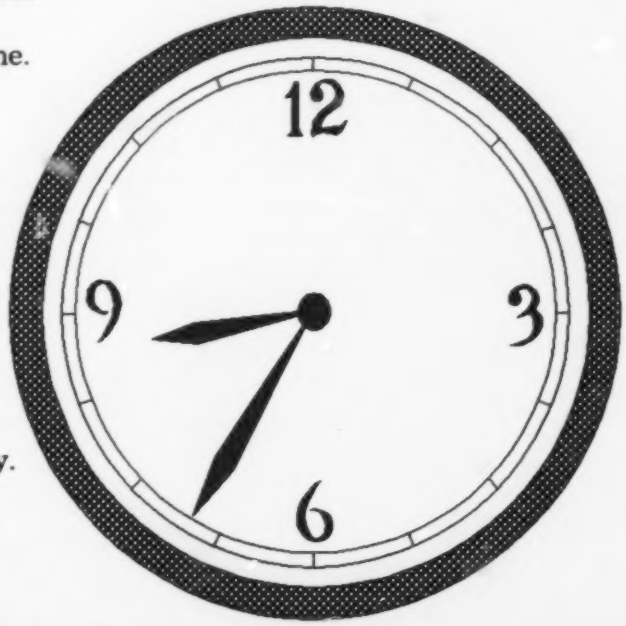
My watch is slow.

My watch stopped.

I thought today was a holiday.

I'm less than a minute late.

I'll come early tomorrow.



SO THIS IS ON TIME!

Write the time you should arrive to be on time

2:00 AM

1:22 PM

3:24 PM

11:39 AM

7:56 PM

12 Noon

1 AM

Midnight

4:12

10:00 Sharp

2:40 PM

10:19 PM

11:02 AM

4:05 PM

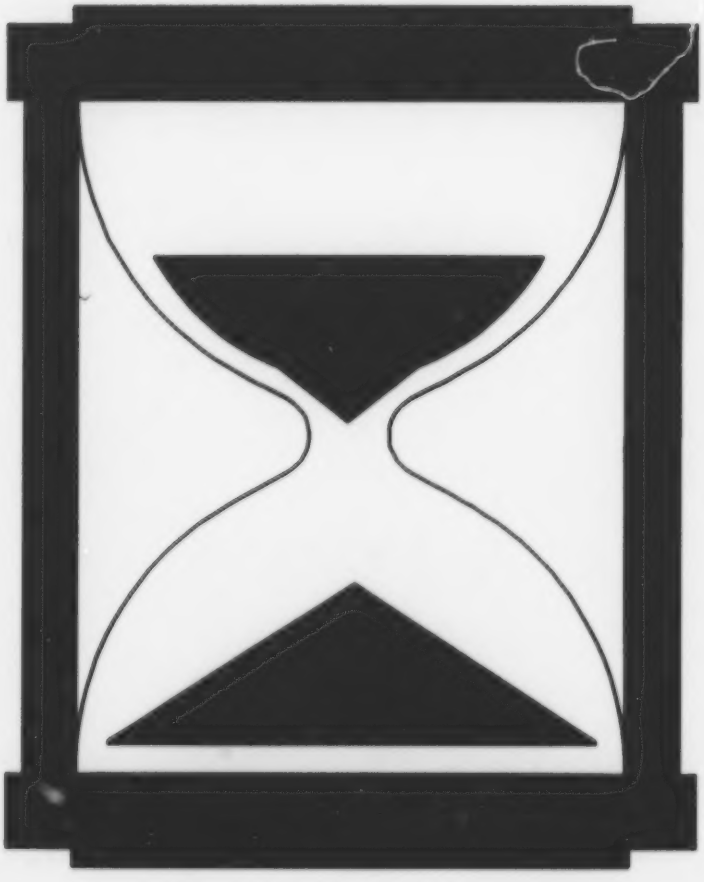
12:09 PM

Right Away

3:29 AM

4:44 PM

Now



Lesson 7

Everything You Need to Know to Safely Ride the School Bus

Goal: To thoroughly train students to properly ride on the school bus.

Materials: Chalkboard, chalk, a steering wheel (cut out of cardboard), a bus driver hat, chairs that are arranged to simulate a school bus, situation slips (write onto small slips of paper, typical problem situations students are likely to encounter on the bus, such as "The other kids want you to join in throwing books around the bus.")

1. ▲ **Inform** the class that they will be learning how to properly and safely ride the school bus. **Ask** the class to consider why it is necessary to learn how to properly ride the bus. **Inform** the students that they will be learning the skills needed for successful and safe bus riding.

2. ▲ **Ask** the students to list out the do's and don't's of riding the bus and **list** their responses in two columns on the board.

▲ **Ask** the students to develop positive ways to manage the items shown on the don't list. **Ask** each student to identify which item from the don't list they are most likely to have problems with. **Ask** the class to assist each student to develop a plan to manage this concern.

3. ▲ **Inform** the students that they will be practicing safe, appropriate bus riding using the items from the do list. **Read** aloud the instructions to this role-play:

- *When it is your turn, you will draw a slip from the pile. Each slip describes a problem situation that you could face on the bus. After you draw the slip, do not look at it; just hand it to your instructor who will then caucus with the other students to prepare your role-play while you wait outside the room. To make the role-play lifelike, you will use aisles of chairs to simulate a bus, and students can have the chance to play the driver and wear the driver's hat and use the steering wheel. After your role-play, you will debrief what happened with the group.*

▲ **Ask** the students to use their new skills and to report back next week on their success.

4. ▲ **Review the major points of this lesson:**

- **Properly riding the bus is necessary to ensure your safety and that of everyone else on the bus and on the road.**
- **By anticipating problems that could occur, you can be a responsible rider.**

Lesson 8

Space Invaders and Your Personal Space Force Field

Goal: To educate students about personal space and distance, and to provide training on how to respect each other's personal space needs.

Materials: Chalkboard, chalk, a large roll of masking tape, a blindfold, a large open area such as a gym, large hallway, playground black top or classroom area cleared of furniture.

1. ▲ **Inform** the class that they will be learning about personal space and distance by participating in a group experience. **Read** aloud the instructions:

• *When it is your turn, the instructor will ask you to stand in an open area, free of furniture. You will be asked to stand on a small piece of tape. Your instructor will be helping you discover your personal space force field. The instructor will walk about seven feet away from you while still being in front of you. In a while, the instructor will be slowly walking towards you at a very slow pace, and your job is to say "stop" when you feel that the instructor is close enough. There is no right answer, just say "stop" whenever you feel that is the right time for you, however you will not be able to see your instructor as you will be asked to wear a blindfold to minimize distractions. If you do not say "stop", your instructor will say it when s/he reaches about five inches away. Once your blindfold is in place and you indicate your readiness, your instructor will say "go" and begin to slowly walk towards you. The instructor will stop when you say to and will mark that spot with a strip of tape. Next, the instructor will repeat the process from behind you, and from the sides until a rectangular or square personal space force field is formed out of tape. After the force field is complete, you can remove the blindfold and look at the force field and discuss it with the class. Be sure to put your initials in it (made out of tape) so everyone can remember which force field belongs to you. Everyone should get a chance to try this exercise and see their personal space force field.*

2. ▲ After each student has had the chance to see their force field, **discuss** with the students, the differences between the force fields. **Include** the following points and queries in the discussion:

• Your force field is the amount of space you like to have around yourself without acquaintances and strangers coming into it.

• Most people like more space behind them than in front and on the sides; that means most people do not like others sneaking up from behind and grabbing them or putting hands over their eyes.

• Different cultures have different personal space needs. What culturally based differences can you spot in your group?

• There is no right or wrong size or shape for a force field.

• Strangers and acquaintances must ask permission before entering your private personal space force field; you may also require friends and family to ask permission too.

• You are the boss of your force field.

• People who violate your force field are called space invaders.

3. ▲ **Ask** the students to apply what they have learned about their class members' personal space needs by identifying how they will moderate or eliminate space invading behaviors.

4. ▲ **Review the major points of this lesson:**

• **The personal space that we like to have around us without intrusion from strangers and acquaintances can be called a personal space force field.**

• **You are the boss of your personal space and can require others to stay out of it.**

• **People who violate your personal space are called space invaders.**

• **Most people want a lot of personal space behind them and do not like to be grabbed, poked, tickled, "goosed" or snuck up on from behind.**

Lesson 9

Learn to Think First: Become a Think-o-Matic

Goal: To systematically train students to always think before acting.

Materials: Chalkboard, chalk, stopwatch, one copy for each student of "Thinking First Really Works Cartoons", pens.

1. ▲ **Inform** the class that they will be learning about reducing impulsiveness by learning to always think first. **Ask** the students to describe incidents when they thought after acting and regretted not thinking first. **Identify** to the students that they will learn how to greatly reduce the frequency of those incidence.

▲ **Ask** the students to name the kind of things they say to themselves when they do finally think about the action they took. **Elicit** answers such as "I wish I'd thought before I did this" and "I really wish I didn't end up in all this trouble." **Write** each phrase on the board then **ask** the class if thinking these thoughts after the action is non-productive. **Assist** the students to recognize that the productive time to consider these thoughts is prior to acting. **Ask** the students to modify the phrases to be positively phrased, and in the present tense so the phrases could be used pro-actively rather than reactively; for example, "I wish I'd thought before I did this" would become "Think about this before doing it." **Ask** each student to select a phrase that could best assist them to think before acting.

2. ▲ After each student has selected their phrase, **ask** them to memorize it. **Inform** the students that they will be participating in a contest that will help them to thoroughly memorize their phrase. **Read** aloud the instructions:

• *To help you learn your think first phrase as well as you know your own name or phone number, you compete in the Think-o-Matic Contest. The goal of the contest is to learn your phrase thoroughly and to be the person who can say their phrase the most number of times in 15 seconds.*

When it is your turn, your instructor will say "go" and you should say your phrase as many times as you can before the instructor says "stop" after the 15 seconds have elapsed. The instructor will count the number of repetitions you say in that amount of time, and will write your total on the board. Each student should get three or more chances to become the top scoring Think-o-Matic.

3. ▲ **Inform** the students that they will practice applying their think first phrases to situations. **Distribute** copies of "Thinking First Really Works" and **ask** the students to find the first instance in each cartoon strip when thinking first could have worked. **Inform** the class that they must fill in the last cartoon strip with an actual situation they have recently faced, or are likely to face in the near future. When all the students have completed their sheet, **review** each student's effort with the class.

▲ **Ask** the students to discuss how they could plan to actually use their think first phrases all the time. **Review** each student's plan with the class one at a time. Before completing the review with each student, **ask** the student to be re-timed on quickly saying their think first phrase. **Ask** the students to report back during the next class on their success using thinking before acting.

4. ▲ **Review the major points of this lesson:**

• Thinking after acting is too late to allow you to consider your action.

• Thinking prior to acting allows you to consider the action and avoid negative consequences you would otherwise face.

• Knowing and using a think first phrase can protect you from surprising yourself with involvement in unwise activities.

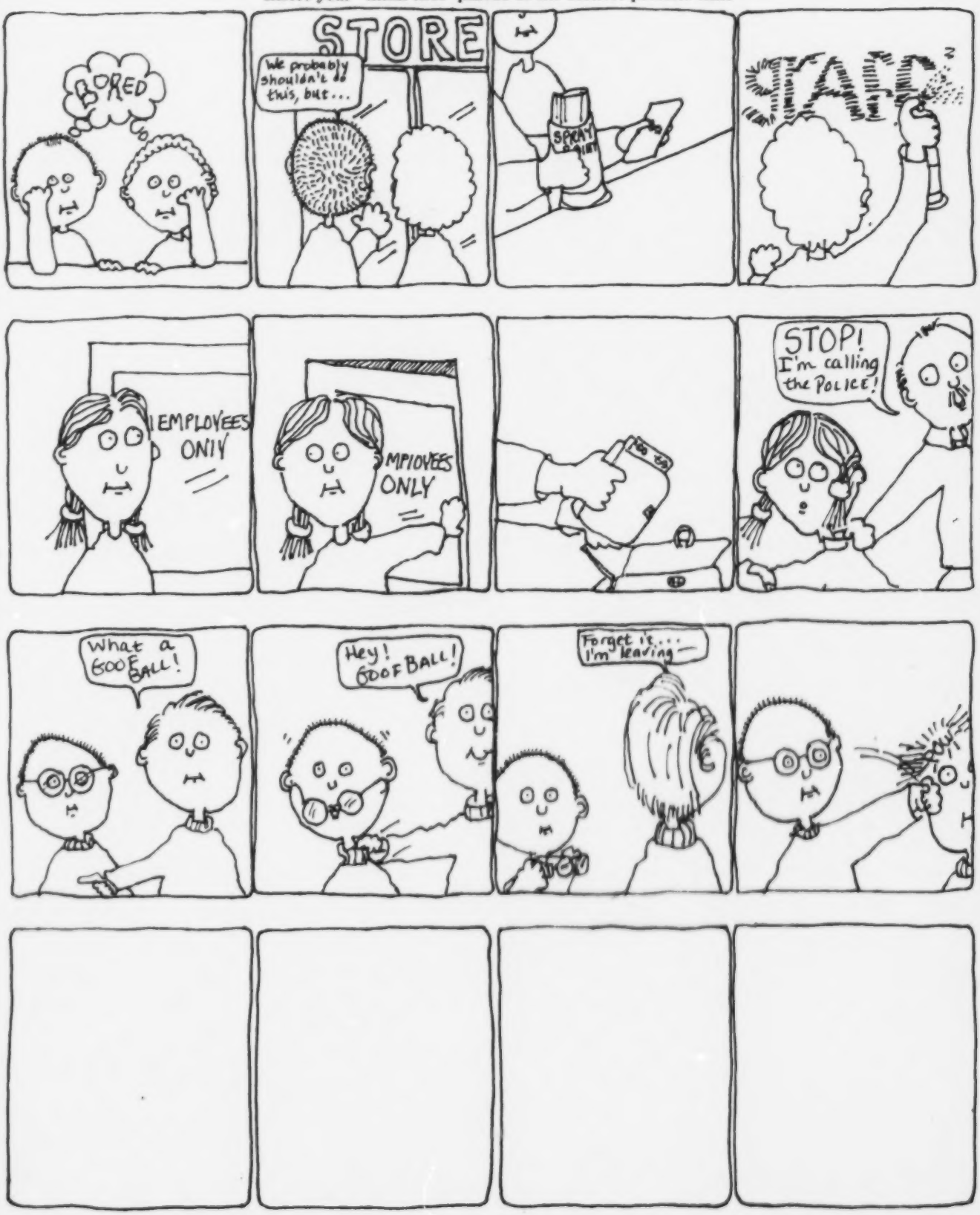
• Use your think first phrase constantly to maintain control, or else you will likely face the consequences of your ill-considered actions.

• Thinking first really works.

THINKING FIRST REALLY WORKS

Cartoons

Insert your "think first" phrase at the earliest possible time



Lesson 10

Teaming Up to Build a Winning Team

Goal: To teach students to work together cooperatively.

Materials: Chalkboard, chalk, one orange for each student.

1. ▲ **Inform** the class that they will be learning to work together as a team by participating in a group experience exercise. **Read** aloud the instructions to this exercise:

• *Your instructor will be passing out oranges and each student should take one. Your job is to memorize what your orange looks like. After three minutes, your teacher will collect all the oranges and then pile them up in the center of the room. Your job is to find your orange in the pile.*

▲ After each student has found their orange, **ask** the students to discuss the process by responding to the following questions:

• How successful were you in finding your original orange?

• How successfully did you work with others?

• What problems did you notice that people had working together?

• What positive behaviors did you see occur?

• What could the group do to improve the level of cooperation and teamwork?

2. ▲ **Ask** the students to develop a list of cooperation do's and don't's and **write** these items on the board. **Inform** the class that they will now have the chance to use the do's and avoid the don't's by participating in another exercise. **Read** aloud the instructions:

• *To help you practice working together cooperatively, you will be completing a challenging task. Your job is to organize the group to cooperatively clean the classroom. You will need to divide up the chores and determine the order that the chores will be completed, and at what time. You will have just ten minutes to make your decisions and write them on the board. Here are the chores that need to be assigned: Sweep the floor, wash the windows, wash the blackboard, clean the erasers, empty the trash, scrub the trash can, scrub the walls, dust, wash the floor, straighten the books/papers, neaten the bulletin board, adjust the placement of the furniture, and wax the floor. (If there are more chores than students, develop a plan to cover all the tasks. If there are more students than chores, find additional cleaning tasks that they can be given that will contribute to improving the cleanliness of your classroom.)*

▲ At the conclusion of the exercise, **ask** the group to respond to the same series of questions they considered earlier, and **aid** them to offer specific feedback on improvement needed and teamwork shown by individual members. (At the end of the discussion, **inform** the students that will not have to clean the classroom.)

3. ▲ **Ask** the students to plan how they can apply the personal feedback that they received to future team settings they will be part of in the near future.

4. ▲ **Review the major points of this lesson:**

• **Teamwork requires cooperative planning.**

• **Teamwork requires compromise and cooperative discussion.**

Lesson 11

Are You Dying to Deny Your Gang Dependence?

Goal: To aid street-wise, gang-dependent students to consider if they are denying their gang-dependence.

Materials: Chalkboard, chalk, "Who is the Only One Who Can't See Denial?" story.

1. ▲ **Ask** the students to recall some of the people they have known who are dependent on drugs, alcohol or other substance or person, and to think about whether that person was able to acknowledge or admit their dependency to others. **Write** on the board, then **pose** these queries about these dependent people to the class; **write** the students' responses on the board.

- *Did the dependent person fool you with their denials? (No)*
- *Did the dependent person fool anyone with their denials? (Not many)*
- *Did the dependent person fool themselves with their denials? (Yes)*
- *Who is really the only person fooled by the denials? (The dependent person)*
- *Who is the person most fooled and injured by the denial? (The dependent person)*
- *What is the likely long term injury that can result from continued denial? (Death)*

2. ▲ **Ask** the students to remove the word "dependent person" from the questions and answers on the board and to replace it with gang-dependent person, then discuss.

▲ **Ask** the students to remove the word "gang-dependent person" and substitute class members' names who are gang-involved, and to consider how the questions and answers apply to this student, and to direct their feedback to that student.

3. ▲ **Assist** the class to determine who is the only person who really completely denies dependency? (The dependent person). **Discuss** how hard it can seem to reach through the denial. **Ask** each gang affected student who is still denying or minimizing the effects of their gang involvement to discuss how they could be reached. When these students say "There's no way, you're wrong about me being dependent", **respond** with "Let's not worry about that now-- if there was a way to reach you, what would that be?" If possible, then **use** that method. If that is not possible, or in addition to utilizing that method, **ask** the gang affected youth, along with their peers to read and consider the "Who is the Only One Who Can't See Denial?" story, then **discuss** the questions, and **apply** the responses to the gang-affected members in the class.

4. ▲ **Review the major points of this lesson:**

- **No one is really fooled by the denial except perhaps the dependent person**
- **Denying their dependency leaves the dependent person at grave risk of injury or death.**
- **Gang members are gang-dependent although like many dependents, they may forcefully deny the dependency.**
- **Dependent people have difficulty clearly seeing the events that are happening and have to trust others who can see through denial.**

WHO IS THE ONLY ONE WHO CAN'T SEE DENIAL?

Note: This story may not be appropriate for all populations. Please determine the appropriateness to your site and population before using. This story is intended for use with older, urban street youth, gang members and others who are very familiar with the reality of life on the streets in a large urban area.

Shana looked good, she thought. With the lace, patterned black panty hose, the black boots and short leather skirt, she knew she'd make a lot of money tonight. Bernie would be pleased that she'd been out on the street so early and looking so good. He'd surely buy her something truly fine when he saw how much money she'd pull in for one night's work. He'd not be hitting her anymore once he saw how hard she'd worked tonight. The swelling of her eye had already subsided and she was seeing just fine already. She knew that the puffiness around her nose and lips would be getting better pretty soon too. It was no big deal. Now, she'd just get a lot of work done here and make a lot of money before it was morning.

Well, that had been what she'd planned. That stupid cop had hassled her and picked her up and taken her back home again. Here she was, back in that stupid group with all those stupid faces staring right at her. They were always fussing about her. She didn't see the big deal. Nothing's gonna happen to her, except for making lotsa money, having lots of excitement and spending time with Bernie and partying, partying, partying. Sure was better than being home with the screaming, fights and problems; sure was better than sitting in group, with lots of yakking going on about nothing.

Trouble with these folks is they don't understand Bernie, or me. See, Bernie makes me feel part of something, like I'm important, not someone to rag on all the time. I don't see what the big deal is with this talk about danger and exploitation stuff. It's not like I can't handle myself, and it's not like Bernie's not there to take care of me. I survived getting beat at home, there's nothing I've seen on the streets that I haven't seen as worse at home. It's the same to me. This stuff about dying is just not so. I've got money, a boyfriend, a place to hang and stuff to do and it's my life, so what's it to them? Nothing's gonna happen to me, nothing I can't handle. I'm not lying, not denying, not doing any of that stuff they accuse me of. I'm doing just fine, and they're the only ones who can't see it.

Now they'll be starting up with what happened to Shaley and Maria and how Maria still is unconscious from how hard that guy hit her while she was standing out on the street late that night. See, they just don't get the difference between me and her. I'm smarter than some guy and I'd be outta there fast if he started hitting me hard. No one's gonna be able to hang on to me long enough to pull a knife like what happened to Shaley either. Besides, just because all these other girls get hurt, don't mean that I'm next or anything like these group people keep saying while they get so upset and all. This stuff just doesn't have anything to do with me. My Bernie's the best thing that ever happened to me and they just can't see that's more important than thinking about what could happen but hasn't yet.

▼ ▼ ▼ ▼ ▼ ▼

Who do you think is seeing the situation most accurately? Why?

Do people who are in denial accurately evaluate their safety? their friends? their enemies?

Do people who are in denial even know how to tell the difference between friend and enemy?

Do people who are in denial even recognize that they are in denial and that how they think and feel may be distorted?

What may happen to Shana? What may happen to the people you know who are in denial?

Lesson 12

Running for Help Instead of Running Away

Goal: To teach students alternatives to running away.

Materials: Chalkboard, chalk.

1. ▲ **Inform** the class that they will be discussing running away, and examining if it is a good solution to problems. **Ask** the class to identify why kids run away. **List** the responses on the board, then **ask** the students if running away helped secure lasting solutions to any of the situations listed. **Identify** to the students that running away can offer very short-term aid, but no long-term help, and can create additional problems.

▲ **Ask** the students to identify what problems can occur from running away and **list** these on the board. **Ask** the students to identify the impact of these types of problems on the runaway. **Ask** students to share accounts of the dangers they or others have encountered while on the run. **Identify** the hardships of being a runaway including the following: *securing a place to sleep, sexual predators, pimps, drug traffickers, finding food, controlling loneliness, being dirty, lacking warm or dry clothes, risk of victimization, lack of money and the possibility of violence.*

2. ▲ **Ask** the students to consider why kids would use running away as an answer. **Assist** them to realize that at the time, running away appears to be the best solution. **Inform** the class that they will be developing other options that can offer lasting solutions and much less risk than running away. **Assist** the students to develop a list of alternatives to running away, and include the following:

- *Going to a crisis shelter.*
- *Securing help from a church, adult friend, teacher or relative.*
- *Talking to a counselor.*
- *Calling a crisis hot line.*
- *Attempt to work out the problem.*
- *Set up planned time away instead of an unsanctioned absence.*

▲ **Ask** the students to use the phone book to obtain the phone numbers and addresses of their alternative resources. **Ask** for a volunteer to formalize the information for duplication and distribution to the class.

▲ **Ask** students who are at risk of running away, to select specific alternatives they could utilize, and a detailed plan (including names, addresses and work and home phone numbers), and how they would follow-through on actually using these resources. **Assist** the class to offer specific feedback on the plans.

3. ▲ **Ask** the students at risk of running away, to identify the likely situations when they would feel the urge to leave, and **aid** them to role-play using alternatives to runaway. As possible, **identify** pro-active ways that the problems that lead to running away, can be addressed before reaching the crisis point.

▲ **Ask** the students who are at risk of running away, to report back at the next class on their success using alternatives.

4. ▲ **Review the major points of this lesson:**

- **While running away may initially appear to be the best solution to serious problems, it can only offer very brief relief, not long-term solutions.**
- **Running away often creates many extremely serious, life-and-death type problems. Runaway youth are at high risk of violence, and lack food and shelter; they are ready targets for sexual predators, drug traffickers and pimps.**
- **There are many superior alternatives to running away.**
- **By developing a plan, you can best solve your problems with endangering yourself.**
- **Many runaway youth have encountered problems on the streets that were far worse than the problems they left behind. Runaway youth may find themselves coping with violent rape or forced prostitution; they can become murder and assault victims. It can happen to you; it has happened to many other youth.**

Lesson 13

Mission Possible: Making the Classroom Safe for Subs

Goal: To train students to behave appropriately when a substitute teacher is assigned to their class.

Materials: Chalkboard, chalk, materials to make name tags or buttons, a tape recorder, microphone and audio tape, paper and pens.

1. ▲ **Inform** the class that they will be discussing substitute teachers, and **ask** the students to describe what problems often happen when a substitute teacher is assigned. **Ask** the class to determine if this type of conduct is preparing them to encounter similar situations in the adult world, such as interacting with an acting supervisor at work or a fill-in property manager at an apartment house.

▲ **Inform** the class that they will be creating a fun plan to ensure good behavior when a sub is assigned. **Ask** the students to list out all the ways they could assist the sub to make the class run smoothly. **Write** these suggestions on the board, then **ask** the students to sign up to actually be ready to take leadership on each item. **Discuss** with the class how they could take leadership roles in their assigned areas.

2. ▲ **Inform** the students that they will be making a "Mission Impossible" TV show type of tape to be played by the sub upon her arrival. **Review** with the class what the tape could consist of, and **allow** them to creatively engineer a tape that details the leadership roles each student will take to assist the sub. **Ask** for a volunteer to take responsibility to play the tape for the sub.

3. ▲ **Ask** the students to develop other ways they can be supportive of the sub, and also control their behavior. **Assist** them to pursue some of the following options:

- *Make "Sold on Subs" buttons they will wear on days a sub is assigned.*
- *Make do and don't behavior lists to post when sub arrives.*
- *Make welcome signs.*
- *Develop a song to sing to the sub; one option: a song titled "We All Love Our Sub Today" sung to the tune of the Beatle's "We All Live in a Yellow Submarine".*

4. ▲ **Review the major points of this lesson:**

- **Learning to work with substitute teachers is vital preparation for learning to interact successfully with temporary bosses, property managers, etc.**
- **By taking a leadership role, you can assist the substitute teacher to fit into your class's existing routine.**
- **By welcoming and assisting the sub, you can help shape a positive experience for everyone rather than an unpleasant situation that will likely include negative consequences for you.**

Adapted from lessons developed by Portland (OR) Public School District teachers.

Lesson 14

Stereotypes or Oversights?

Goal: To persuasively demonstrate how unfair and inaccurate pre-judging others is.

Materials: Chalkboard, chalk, one copy for each student of "Do You Want to Be Judged By These", small slips of paper, pens

1. ▲ **Inform** the students that they will be learning more about pre-judging versus judging based on merit. **Ask** each student to name their top couple of dreams they most hope to achieve and to write it on the slip of paper along with their name. **Collect** the slips and **hold** for later.

▲ **Review** with the class what the term "pre-judging" means. **Divide** the students into two groups based on eye color with the brown eyed students in one group, and the blue and green eyed students in the other. **Direct** the groups to each determine which of society's activities they will limit only to people of their eye color, and to **write** those activities on the board.

▲ **Read** one slip of the slips at a time (that the students wrote earlier), and **determine** if the writer belongs to the appropriate eye-color group to be allowed to access that item. If both groups claim the item, then **inform** the writer that their access may be problematic. If just one group has claimed the activity for their members, then members of the other group will be denied access. For example, Sergio, who has brown eyes, wants to become a soccer player, however only the blue-green eyed group claimed that activity, so Sergio would be denied his dream. **Aid** each student to share their feelings about being denied access based on pre-judging.

2. ▲ **Pass out** the copies of "Do You Want to Be Judged by These?" and **ask** the students to state if they would want to be given or denied access to opportunities, such as housing and jobs based on these items. **Ask** the students to specify additional items to include on the list, then **identify** the process of pre-judging as "discrimination" or "prejudice". **Assist** the class to put the issue into perspective by considering this country's history with racial, religious and gender prejudice and discrimination, and to compare and contrast that history with the current situation in your area.

3. ▲ **Identify** to the class that they have examined how adults foster prejudice. **Ask** the students to determine how children and youth show prejudice, and to compare their actions with those of adults. **Aid** the students to tell stories of times they've experience discrimination and what they felt about it. **Encourage** students to identify discrimination based on all types of pre-judging, including gender and geographical origin. **Ask** the following questions of the students who relate incidents:

- *Did the person who discriminated take the time to find out about you or just saw your race, religion, gender, etc?*
- *What do you wish you could say to that person?*
- *Are you what that person saw? What did they miss?*

4. ▲ **Assist** the students to understand that discrimination is overgeneralizing and mistakenly generalizing. **Ask** the students to discover this for themselves by trying to make accurate generalizations that the whole class will *readily and quickly agree* to about the following: *soccer players, mail carriers, people who live in the central part of the United States, people who wear T shirts, people who skip breakfast, students.* **Aid** the class to determine that stereotyping is often inaccurate.

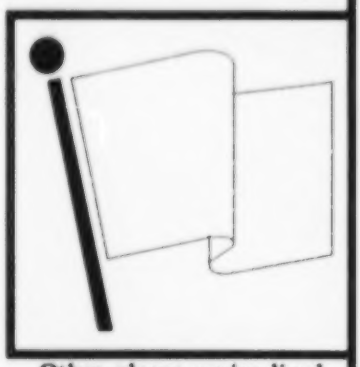
▲ **Ask** the class to consider why pre-judging is so prevalent when it is so inaccurate. **Aid** the students to determine how prejudices are developed and maintained, and **ask** the students to consider how they can moderate the prejudicial thinking they have.

5. ▲ **Review the major points of this lesson:**

- **Pre-judging people is usually inaccurate and often unfair.**
- **Most people who are discriminated against feel they are being treated very unfairly without regard for their personal characteristics.**
- **Most people want to be judged based on their individual personality and accomplishments.**

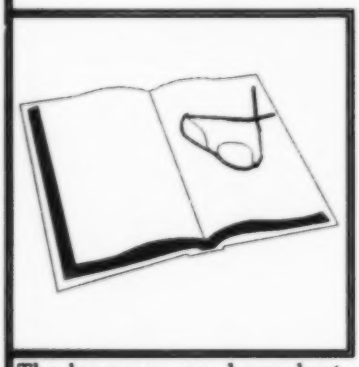
The religion of your family

Where your relatives came from

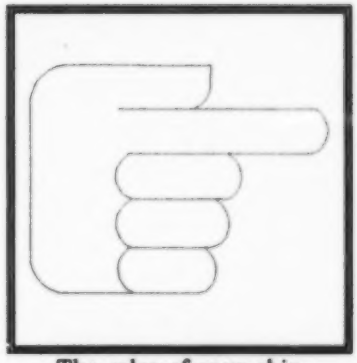


Other places you've lived

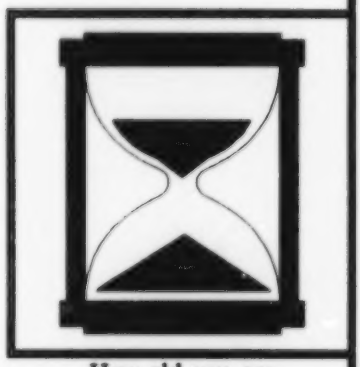
DO YOU WANT TO BE



The language you know best



The color of your skin

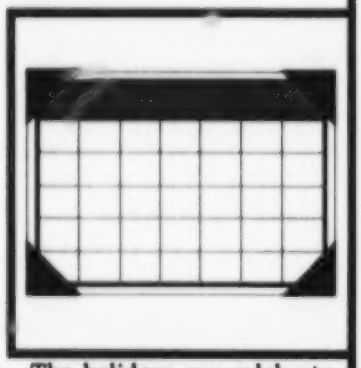


How old you are

JUDGED BY THESE?

Your gender

The beliefs of your culture



The holidays you celebrate

Lesson 15

Are Gang Members Gang-Dependent?

Goal: To assist students to consider if gang members are co-dependent, addicted to gangs.

Materials: Chalkboard, chalk.

1. ▲ **Inform** the students that they will be taking a look at gangs, and objectively evaluating the positives and negatives of gang membership. Do not offer your own views, but encourage the students to provide input on the positives and negatives they can identify.

▲ **Inform** the class that they will be objectively evaluating gangs by comparing how gangs rate on common measures of co-dependency. Briefly **explain** "co-dependency" as becoming "addicted" to other people who have overwhelming problems: i.e. dependent on a person who is dependent on alcohol or drugs. **Give** and **get** examples, such as a wife who stays with a violent, alcoholic husband or the young boy looks after his incapacitated, crack-addicted father. **Ensure** that each student understands the concept of co-dependency/addiction by giving actual or made-up examples of people who are co-dependent.

▲ **Assist** the group to determine if co-dependency is a desirable or undesirable state to be in it.

2. ▲ **Inform** the students that they will be learning more about co-dependency by reviewing traits widely identified by leaders of the co-dependence recovery movement as commonly occurring in co-dependents. **Assist** the class to discuss each of these co-dependent traits after writing each item on the board.

- *My feelings about who I am come from being liked by you.*
- *My good feelings about myself are based on getting approval from you.*
- *Your struggles affect my state of mind.*
- *My attention often focuses on protecting you, defending you or solving your problems.*
- *My interests are put aside; my time is spent on your interests and goals.*
- *My clothing and personal appearance are dictated by you.*
- *My behavior is dictated by you.*
- *I am not always aware of how I feel; I am always aware of how you feel.*
- *I am not always aware of what I want; I am always aware of what you want.*
- *My dreams for my future are tied to you.*
- *My fear of rejection by you determines what I do, say and believe.*
- *My number of friends has decreased as I involve myself with you.*
- *I put my values aside to join with you.*
- *I have come to value your way of doing things more than my own.*
- *The quality of my life is now based on the quality of yours.*
- *Some people view me as dependent.*

3. ▲ **Gain** consensus from the group that the list on the board accurately evaluates whether a person is co-dependent on another person. **Run** several examples through the items to demonstrate it's accuracy.

▲ **Ask** the class to insert the words "the gang" in place of the word "you" throughout the list on the board, then **review** the new list, item by item with the students. **Assist** the class to determine that gang members appear to have a problem with co-dependency or addiction to gangs, and that this issue will require further examination in future lessons.

4. ▲ **Review the major points of this lesson:**

- **Co-dependency describes the phenomena of one person having an unhealthy dependence or addiction to a person/persons who are also dependent/addicted.**
- **There are traits commonly associated with co-dependency, and according to these measures, most gang members appear to be co-dependent on gangs.**
- **Gang members can be called gang-dependent.**

Lesson 16

Understanding the Confidentiality Group Rule

Goal: To teach students the basics of therapy group operation as it relates to confidentiality.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the students to clarify the reason for the group having a rule on confidentiality, then **inform** them that they will being learning more about this subject.

▲ **Ask** the students to list on the board problems that youth in group counseling could wish to discuss. **Review** the list with the group asking them to indicate which of the issues shown on the board are private, and which are public. **Identify** to the group that they have indicated that all/most of the typical issues discussed in a group are private and require confidentiality.

2. ▲ **Inform** the students that they will be experiencing the results of discussing group business outside of group by playing the game "Telephone". **Direct** the students to form a circle and then **whisper** a sentence into the ear of the first student and have each student repeat what they heard to the next student. **Use** a lengthy sentence that might be similar to gossip from group, such as "*Jose may be using substances again but we're not sure until he comes in and tells us if he was actually at the drug house where we think he might have been with Carlos, Kim and LaTonya, but definitely not with Ramon, Herve and Bethany Anne or Annette.*" **Allow** each student just one chance to hear and say the sentence. When the final person hears the sentence, they should say the phrase aloud, then **compare** this sentence to the original phrase. After several repetitions of this exercise, **aid** the group to recognize that group business taken out of group can easily become rumor and gossip that is hurtful, and that group must be a safe place with confidentiality if students are to feel free to raise problems.

3. ▲ **Ask** each student to pick a problem from the list on the board and to describe why they would want to talk about it, and why they would hesitate to bring it up. **Ask** each student to describe what their reaction would be if they did finally discuss the issue and then the information was discussed out of group.

▲ **Discuss** what problems each student must personally watch out for to ensure consistently maintaining confidentiality, then **aid** the group to discuss the kinds of consequences they might want to impose on group members who violate this important rule. Consequences such as writing an essay on "How I Hurt the Group When I Break Confidentiality, making amends to the affected parties, and doing extra work or chores on behalf of the group can be **suggested** as starting points to inspire the group to develop creative potential consequences.

4. ▲ **Review the major points of this lesson:**

- **Maintaining confidentiality means that what is said in group stays in group every time.**
- **Consistently maintaining confidentiality in group is necessary so group members can feel that it is safe to talk about whatever they need to discuss.**
- **Talking about group issues outside of group almost always leads to rumors, misinformation and conflict.**

Lesson 17

The Award-Winning Me

Goal: To build self-esteem and a sense of success after students have completed a major accomplishment or made notable improvement.

Materials: Chalkboard, chalk, one copy of "...And the Winner is Me" Sheet for each student, art supplies, confetti, a drum or the music from the movie Rocky.

1. ▲ **Ask** the students to discuss their recent accomplishment/improvement one student at a time, with the other class members offering one positive comment to each class member.

2. ▲ **Ask** the students to acknowledge their success by decorating and completing the award on the "...And the Winner is Me" page. **Remind** the students to be sure to include their name and accomplishment on the trophy (or near it) along with several words or brief sentences that explain why the award was won.

3. ▲ When all the pictures are complete, **collect** them and award them to students one at a time, reading the introduction lines and award information the student included. **Add** additional impromptu comments also. **Encourage** the students to offer applause and **direct** each recipient to come up to formally collect their award during the applause, and to make a brief acceptance speech while that class says "Encore! Encore!" The recipients can receive their award while the Rocky theme plays or with a drum roll; confetti can be thrown.

4. ▲ **Review the major points of this lesson:**

- **You have made important improvement that needs to be acknowledged by both you and the class.**
- **You can feel proud of your accomplishments.**

...AND THE WINNER IS _____

Lesson 18

By Popular Demand: Classroom Rules Students Follow

Goal: To aid students to develop an understanding and appreciation of the importance of classroom rules, and the skills and to assist them to become highly motivated to consistently follow them.

Materials: Chalkboard, chalk, reinforcers (such as treats, stickers, etc.), gum, snacks, beverages, paper airplanes, personal stereos and assorted other items not normally conducive to classroom functioning.

1. ▲ **Ask** the students to discuss their 'feelings about rules. **Allow** the students to vent and complain if they wish.

▲ **Ask** the students to discuss if they feel that their school and class could function better without rules.

2. ▲ **Ask** the students to participate in an experiment that will allow them determine if rules are necessary or unimportant to classroom functioning. **Read** aloud the following instructions to this experiment:

• *When it is your turn, you will have the chance to be the teacher and to determine if you need rules to do your job. You will be teaching your students a 12-digit number that they must learn and memorize. If you successfully help your class memorize these digits, you will earn a "paycheck" of sorts. Real teachers are not paid in this way, but in our experiment, your pay will depend on completing this task. Instead of money, you will receive _____, but to collect it, you must successfully teach your class. There are NO rules in this class, so gum chewing, sleeping, listening to the radio, etc. are all okay and hopefully won't interfere with your teaching. There is gum, food, and other items available to your role-play students today and they may just be so busy talking, chewing and sipping, they may not even hear you, but let's find out. At the end of your turn, discuss with the class, how successfully you could teach without rules.*

3. ▲ **Identify** to the class membersthat they appeared to encounter serious problems during the experiment teaching without rules. **Ask** the students to repeat the experiment, only this time, the role-play teachers can work with their students to devise rules. **Direct** the role-play teachers to write the rules they make onto the board. At the end of this second experiment, **discuss** with the class, which was a better teaching/learning environment: *a class without rules or a class with some rules.*

4. ▲ **Offer** the students the opportunity to take the rules listed on the board and to edit them to become the permanent rules for this classroom. **Ask** for a volunteer to later make a permanent poster of the rules and to post it in a prominent location.

▲ Once the class has decided on it's finalized version of the rules, **ask** each student to commit to following these rules. **Assist** each student to work with the class to identify likely areas of difficulty consistently complying with the rules, and to develop a plan to track and moderate any possible problems.

5. ▲ **Review the major points of this lesson:**

• Without rules, teaching and learning are difficult or impossible.

• Sensible rules make teaching and learning possible.

• Rules exist to prevent regular distractions and problems from occurring, and allows you to learn with fewer distractions or disruptions.

Lesson 19

From "No Way Rene" to "Okay, Whatever You Say"

Goal: To teach students to accept "no" for an answer, curtail excessive "yes, but..." responses.

Materials: Chalkboard, chalk, one copy for each student of "'No Way Rene's' Ways of Answering a 'Nay'" Handout, pens.

1. ▲ **Ask** the students to recount incidents, the words used and the results achieved when they or others refused to readily or cooperatively accept "no" for an answer.

▲ **Ask** the students to complete "'No Way Rene's' Way of Saying 'Nay" as described on that handout, then **discuss** their completed forms.

2. ▲ **Ask** the students to speculate on how well No Way Rene's answers will work when she becomes an adult. **Ask** the students to identify the results Rene will experience using these responses in the following common adult situations: *with her boss, with her roommate, with the police officer who pulls her over for speeding, with the IRS agent questioning her tax return, with her property manager, with the banker who may turn down her loan.*

▲ **Identify** to the class that most quarrelsome responses to being told "no" will generate additional problems. Briefly **review** appropriate times to strongly say "no" that are the exception to this guideline. **Include** instances such as being told to become involved in illegal, immoral or inappropriate behavior.

▲ **Ask** the students to each devise effective substitutes for each of Rene's answers and to write these phrases on their handout, then discuss and evaluate these substitutes with the class. **Aid** the class to compare the likely results Rene will receive using these improved responses in all of the adult situations show above. **Assist** the students to conclude that using compliant, cooperative answers when told "no" usually yield better results and fewer consequences than bickering.

3. ▲ **Ask** the students if they are likely to ever encounter the adult situations Rene is likely to experience. **Ask** the class members if their "no way" responses will work any better in those circumstances than Rene's did, and **aid** them to determine that they also will need to be prepared to used more compliant responses.

▲ **Ask** the students to determine when youth learn and practice accepting "no' for an answer so that they are prepared to be compliant when they are adults. **Assist** the students to determine that now is the only time to develop and refine this skill, and that without this practice, they will not be fully ready to accept "no" for an answer when older.

4. ▲ **Ask** each student to develop an effective, positive answer they can use to be more compliant with the "no's" they receive and to identify the situations where they most need to use this improved response. **Ask** the students to begin using their phrases and to report back on their results.

5. ▲ **Review the major points of this lesson:**

- **Using "yes but" and other quarrelsome answers when told "no" will have disastrous results in the adult world.**
- **The only opportunity youth have to learn to use business-like, cooperative responses to being told "no", is when they are young.**
- **Youth who never learn to accept "no" for an answer will likely become adults who have never learned to accept "no" for an answer. These adults are likely to experience many consequences because of this skill deficiency.**
- **Learning to use compliant responses when told "no", often will reduce consequences and improve the situation as much as possible.**

"NO WAY RENE'S" WAYS OF ANSWERING A "NAY"

When someone tells Rene "no way", here's what she's been known to say.
Cross out each way that is really a way to say back "no way".
Circle each way that is really a way to say "oh, alright, okay"-- if you can find one here at all today.

Do I have to?

Can I have another chance.

Please, not.

I didn't mean to.

I'll never do it again.

Can you change your mind?

Yes, But...

It wasn't my fault.

He made me do it.

She made me do it.

Can we pretend this didn't happen?

You're making too big a deal about this.

I promise that if you let me go this time, I'll do anything you want.

Please, please, please, please, please, PLEASE CAN I HAVE A SECOND CHANCE?!

Can I have another chance, can I huh? can I huh? can I huh? huh?

Insert your own line here _____

...and here _____

Lesson 20

What to Do, to Keep That First Mistake From Becoming Two

Goal: To teach students to not implode one mistake into many by lying, having a temper tantrum, covering up or making additional poor choices.

Materials: Chalkboard, chalk, pens, one copy for each student of "Keep Mistake #1 From Becoming the First of Two Hundred and One."

1. ▲ **Ask** the students if they have ever noticed anyone compounding the effects of one poor choice by making additional bad decisions; **elicit** descriptions of some of the incidents.

▲ **Ask** the students to discuss if they have ever made a bad situation worse by making additional mistakes. **Acknowledge** that everyone makes mistakes, and turning one mistake into many is a common problem for both adults and youth.

2. ▲ **Ask** the students to complete the "Keep Mistake #1 From Becoming the First of Two Hundred and One" as indicated in the handout instructions, then discuss the completed pages with the class members.

▲ **Identify** to the class that everyone has particular situations where they are most likely to complicate a single mistake by making more. **Ask** each student to identify the situation when they are most likely to make additional errors, and to specify the results achieved by making additional errors. **Relate** this pattern of making one mistake into many to the following examples from sports, and **discuss** the results of using this approach:

- The basketball player who hits the referee after the ref calls a foul on him
- The baseball player who misses an easy catch and stalks off the field.
- The tennis player who screams when he disagrees with the official's decisions.
- The runner who stumbles during a race and just quits.
- The racquetball player who reacts to missing a shot by slamming his fist into the wall.

3. ▲ **Ask** the students to each develop positive, cooperative phrases and actions, called "mistake shakers", which are phrases and answers that "shake" (put the mistake behind you) as soon as possible. These "mistake shakers" could replace the "mistake maker" comments and actions the students currently use. **Direct** the students to pair up and take turns practicing using their "mistake shakers" with each other.

▲ **Ask** the class members to determine the likely results of using "mistake shakers" in the situations that have been problems. **Assist** the students to compare the results achieved to those normally created by their "mistake makers".

4. ▲ **Ask** the students to determine whether "mistake makers" or "mistake shakers" are more powerful and beneficial for them to use. **Aid** the students to determine that the "mistake shaker" approach is most powerful because you can retain control, self-respect and the respect of the others. **Assist** the students to determine how they would feel about themselves after using a "mistake maker" versus a "mistake shaker", then **ask** them to decide which way they would rather feel about themselves.

5. ▲ **Review the major points of this lesson:**

- **It is normal to make mistakes; everyone does.**
- **Many people have a tendency to turn one mistake into many more.**
- **Turning one mistake into many creates additional problems for you and can cost you your self-respect, sense of personal control and the respect of those around you.**
- **Turning one mistake into many worsens a bad situation.**
- **"Mistake shakers" are responses and actions you can use to most quickly put the error behind you. These responses and behaviors give you better results than "mistake makers" that create additional problems.**

KEEP MISTAKE #1
FROM BECOMING THE FIRST OF TWO HUNDRED AND ONE

Help these youngsters keep their one mistake from becoming many. Spot the mistake they're most likely to make, then tell what they should do, to keep that first mistake from becoming two .

Jack took money from the teacher's desk without asking.

Juanita is looking at her neighbor's answers during the test.

Barry scratched his initials in his desk and was given detention.

Lee stayed home to catch up on his sleep and missed school.

Marrissa called her Mom a very nasty name and was grounded for a month.

Janie took someone's soda pop during lunch.

Jackson hit someone and may be suspended.

Merritt ate ten cookies and there are still several left.

Sarasita is already one hour late for her curfew.

Carlos illegally purchased alcohol but hasn't opened it yet.

LaTona is already ten minutes late for school and is already in a lot of trouble.

Bree has started to loudly tell that nasty customer to stop bossing her around.

Sergio has just told the boss that the boss is not very smart.

Betsy lost her money for lunch for the week.

Roberto has already slugged the guy who called him a name.

Mandy left her locker open and had everything taken.

Kristin lost the key to her house.

Ethan lied to the teacher about understanding the math that was being taught.

Miranda went to the party even though she knew drugs would be available there.

Missy hit something in the road with her car.

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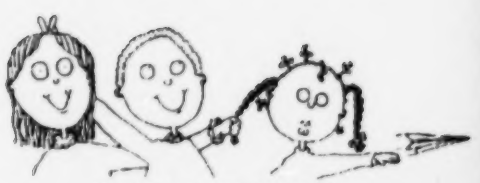

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